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An overview of inservice training programs in Ohio is presented. Evidence of the impact of federal assistance is shown through a review of ESEA/Title I and NDEA/Title III programs. A statewide Reading Council has been created to sponsor conferences and workshops and to initiate secondary reading programs. Descriptions of specific inservice programs are given. Conclusions based on the above-mentioned programs show promising practices on which to base future programs. (MD)

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PROMISING PRACTICES IN IN-SERVICE EDUCATION IN READING

Symposium III In-Service Education in Reading
Classroom Teachers (secondary)
Friday, April 26, 1:30-2:30 p.m.

INTRODUCTION

The schools of this cybernetic-mobile age are characterized by an atmosphere of flexibility, individuality, and independence. The student is provided with time and multi-media materials tempered with technological stimulation. The goal of instruction in this age must correspond to that of Socrates, who led students to think and critically examine any statement proposed. He advocated that teaching should emphasize curiosity as a trait in learning which should be stimulated through inductive probing and

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and broadened by intellectual inquiry.

This is an age in which teachers can no longer reflect the teaching strategies of Horace Mann or William McGuffey. It is an age in which students must be trained for change to meet the challenges of the late Sixties and the coming Seventies.

The teacher of the 1800's presented his lessons with the hickory stick, blackboard, chalk, and textbook. The teacher of the 1900's has available projectors, recorders, television, and multi-printed materials, in addition to the "standard tools". Some teachers implement these added manipulative devices with ease and enthusiasm, others with reserve and reluctance, and others not at all. The use of a device is not as important as the purpose for which it is intended. The understanding of the subject matter may be contingent upon a meaningful class presentation through the use of multi-media.

Never before in education has teaching been such a challenge. Teacher training must reflect the needs of our computerized society. Is this training the sole responsibility of the colleges at the pre-service level or the school system at the in-service level? Experience has indicated that teacher training is a joint responsibility of both the college and the school system. The college sets the foundation and the school system builds upon that foundation.

The following narrative presents an overview of how in-service training programs have gained momentum in Ohio. The narrative includes evidence of the impact of federal assistance, the state's role in providing guidance in planning continuous programs, and a description of a specific in-service training program for teachers of secondary reading.

THE PROPELLING IMPACT OF FEDERAL ASSISTANCE

With the advent of government subsidy, school systems were forced into change, compelled to take a closer look at present practices and procedures-especially where reading is concerned. This was evidenced through Ohio's evaluative report of Title I, ESEA, 1966 fiscal year expenditures. Of the one billion dollars allocated nationally for federal programs Ohio received over 34 million dollars. This represent 1035 projects for the educationally disadvantaged student. The majority of the projects were designed to improve language arts--based on reading skill improvement and development. Between January 1, 1966 and August 31, 1966 over 220,000 children from preschool through high school benefited by these projects.

In-service training played a significant role in these projects. The following information indicates the use of ESEA, Title I monies as part of the in-service training programs:

Categories	Reported Data
Projects in which in-service training was used to develop staff resources	617
Projects in which college or university consultants provided in-service training	267
Projects in which representatives or consultants from commercial suppliers provided in-service training	438
Projects in which funds were expended for in-service training	333
Estimated funds expended for in-service training	$ 622,110
Persons receiving in-service training	13,816
Average number of hours each person spent in in-service training	17

(The above information is from Title I in Ohio: First Annual Evaluation on Title I: Fiscal Year 1966, p.40)

Although this data is exclusive to Title I projects it does substantiate the trend in Ohio involving in-service programs.

NDEA, Title III, also played a vital role in in-service training programs. During the fiscal yar 1966, when funds were available for workshops, approximately 70 reading workshops were conducted, serving 4000 - 5000 teachers and amounting to $6075 total expenditure.

The minimum standards for Ohio high schools and elementary schools support in-service programs involving total staff. Both sets of standards stress continuous and effectively organized programs not only for the new teacher but also the experienced teacher.

This now brings us to the point where administrators and teacher planning groups are requesting assistance in organizing continuous in-service reading programs, utilizing the knowledge and talents of their own staff members. It is the responsibility of the school system to offer the encouragement, stimulation, and time to the teachers to plan and participate in reading workshops that are an outgrowth of their interest and concerns. The content of these in-service reading workshops could contain diagnostic procedures, prescriptive techniques, and identification of reading skills in the content area. A follow-up instrument should be designed to measure the effectiveness of the workshop as it is demonstrated by the instructional program in the classroom.

STATE LEADERSHIP

In December of 1967 a Reading Council was formed. The objectives of the twelve-member team are:

1. To contribute and share in concerns that affect Ohio youth.
2. To share concepts and ideas concerning reading improvement for Ohio's youth.
3. To coordinate efforts toward improving reading instruction in Ohio.
4. To improve communication between state, colleges, and school districts.
5. To establish a liason-network of reading specialists throughout the state.

The members of the Council were selected on the basis of their outstanding contributions to education in Ohio. Representation includes both elementary and secondary levels, as well as, geographical locations.

The first activity of the Council was to sponsor a secondary reading conference in the Northeastern part of our state. The purpose of the conference was to bring together teachers and administrators who are directly involved in the initiation of and instruction in secondary reading programs. The content of the conference included the organization of a reading laboratory, the relationship of a reading center to the curriculum, and procedures for appropriate in-service training programs. There were 550 secondary instructors and administrators in attendance at this first secondary reading conference to be held in Ohio. The conference presented a general overview and explored the feasibility of implementing a reading program into high school schedules. From this initial step further scheduling of conferences and workshops have been planned to meet the needs expressed by the teachers and administrators who were in attendance.

To determine the content of these proposed conferences and workshops, the participants were asked to state areas of greatest concern. These needs were for: 1) the acquisition of skills in teaching reading, 2) assistance in organizing and implementing

a total reading program, and 3) suggestions for planning appropriate in-service training.

It was also observed that certain commonalities exist among the school systems represented at this conference. These are as follows:

1. There is a positive attitude toward implementing a secondary reading program.
2. There is an awareness to reading deficiencies of students.
3. The students lack proficiency in the basic skill of comprehension.
4. Space is available in most of the schools for a reading laboratory.
5. Provisions have been made for the reluctant reader but not for the remaining student population.

ACTION AT THE STATE LEVEL

To further assist the teachers and administrators in accomplishing the task of initiating a secondary reading program, a workshop is being co-sponsored by the State of Ohio Department of Education, NDEA, Title III and The Ohio State University, June 10-14, 1968. The purpose of the workshop is threefold. First, to give the participants the framework in which to organize their own in-service reading programs. They will submit a proposal for an in-service program germane to their own school at the completion of the workshop. Second, the content of the workshop will be incorporated into a booklet to be used as a guide for implementing

secondary reading programs in Ohio. Third, other colleges and universities will be encouraged to replicate the procedures and content.

Each group leader will prepare and present a paper on one facet of a secondary reading program. These topics include:

1. "How to Teach Reading" (points on "auto-instruction" for the secondary reading teacher)
2. "Reading in the Content Area" (skills characteristic to each subject area)
3. "Diagnosing Reading Ability and Prescribing Appropriate Material" (techniques for specialists and classroom teachers)
4. "Effective In-service Education" (How one school system organized and implemented a plan.)
5. "Motivating Students and Staff" (the most important ingredient to insure success of the reading program)

A video program will be produced to illustrate how the basic skills of vocabulary, comprehension, silent and oral reading are introduced in the primary grades and reinforced at the intermediate and secondary levels. The purpose of this presentation is to impress on the participants that once skills are introduced there is continued need for reinforcement.

The participants will have the opportunity to view and manipulate instruments and materials in a mobile reading laboratory. They will also see

demonstrations showing the preparation of transparencies and video tapes, along with viewing the films "Teaching Reading in Secondary Schools".

CONCLUSIONS

The promising practices in in-service education in reading in the state of Ohio are:

1. That a positive attitude exists toward advocating secondary reading programs.

2. That reading staffs are attempting to implement change through continuous in-service training programs.

3. That state and local personal are combining efforts to upgrade, maintain, and implement secondary reading programs.

4. That a model for an in-service program will be established at the aforementioned summer workshop.

5. That teacher training is a continuous process. It is the cooperative responsibility of the college and the school system.